

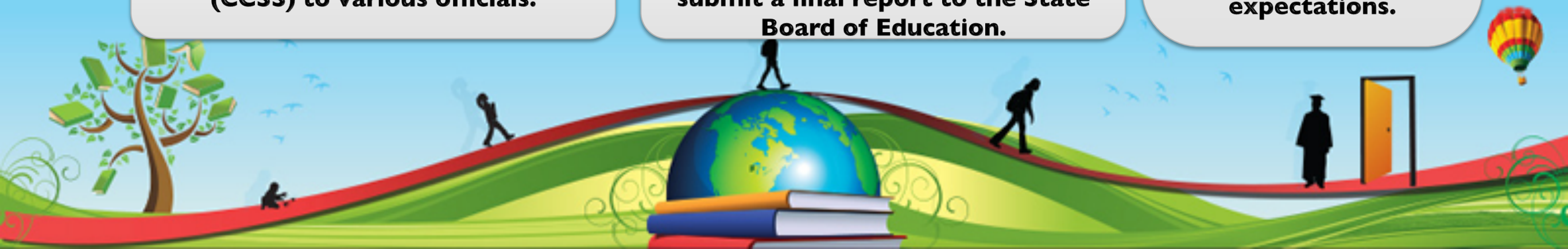
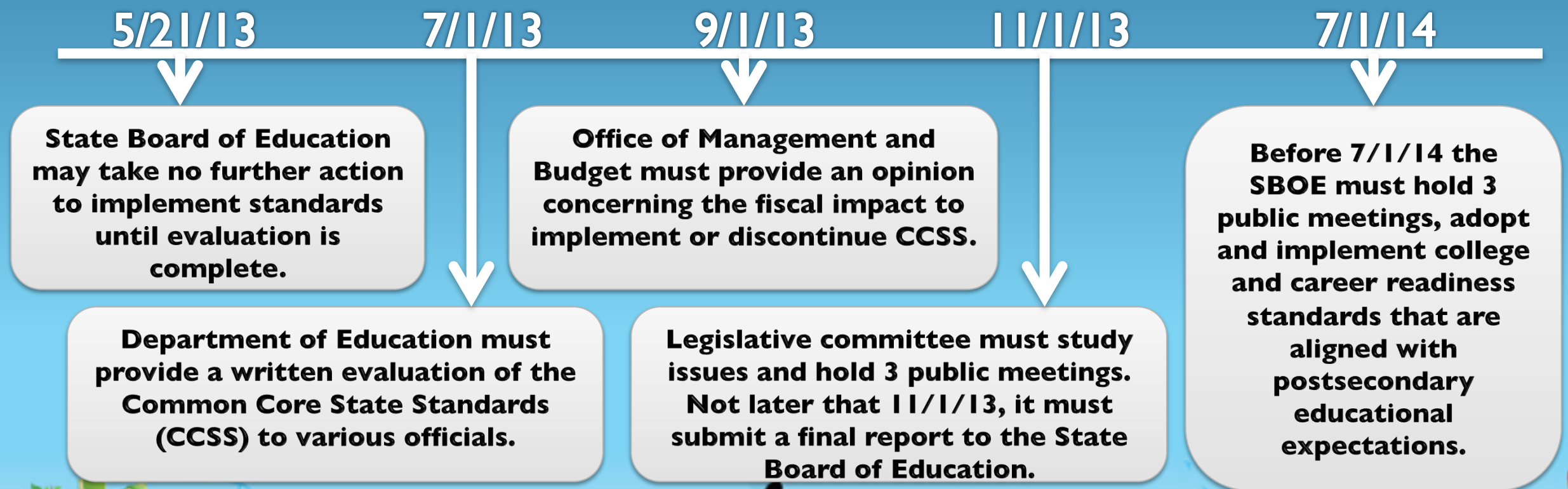
Statewide Implementation Plan: Indiana Academic Standards in E/ LA & Mathematics (2014)

Amy Horton, Asst. Supt. for Student Achievement & Improvement



Why Do We Have New Standards?

- During the 2013 session, the General Assembly passed Public Law 286.
- This new law, Indiana Code 20-19-2-14.5, established the timeline below for the review and adoption of new K-12 academic standards.



English/Language Arts Highlights

- The new strands:
 - Reading
 - Writing
 - Speaking and listening
 - Media
- Indiana Academic Standards for Content Area Literacy
 - History/Social Studies
 - Science and Technical Subjects
- Text complexity guidance & rubric



Mathematics Highlights

- Vertical alignment across grade levels and courses for K – 8
- Standards can be taught in depth - not just covered
- Process Standards should be incorporated in lessons when teaching the content standards
- Fourth year courses aligned to college courses



Goal: 100% Awareness

Strategic Messaging

To recapture educators' attention, we have to be strategic about how we communicate with them.



- We are aware “standards transition fatigue” has set in.
- We will honor what has been done and build upon existing work.
- Our communications, resources, and support will be educator friendly, to enhance local delivery of curriculum and instruction aligned to the standards.



Goal: 100% Awareness

Strategic Messaging

New logo & “look and feel” will be distinguishable from previous standards.



Goal: 100% Awareness

Desktop Delivery

Providing access to information, resources and support to all stakeholders where they work and live.

Social Media supplemented by conventional communication tools.



Goal: 100% Awareness

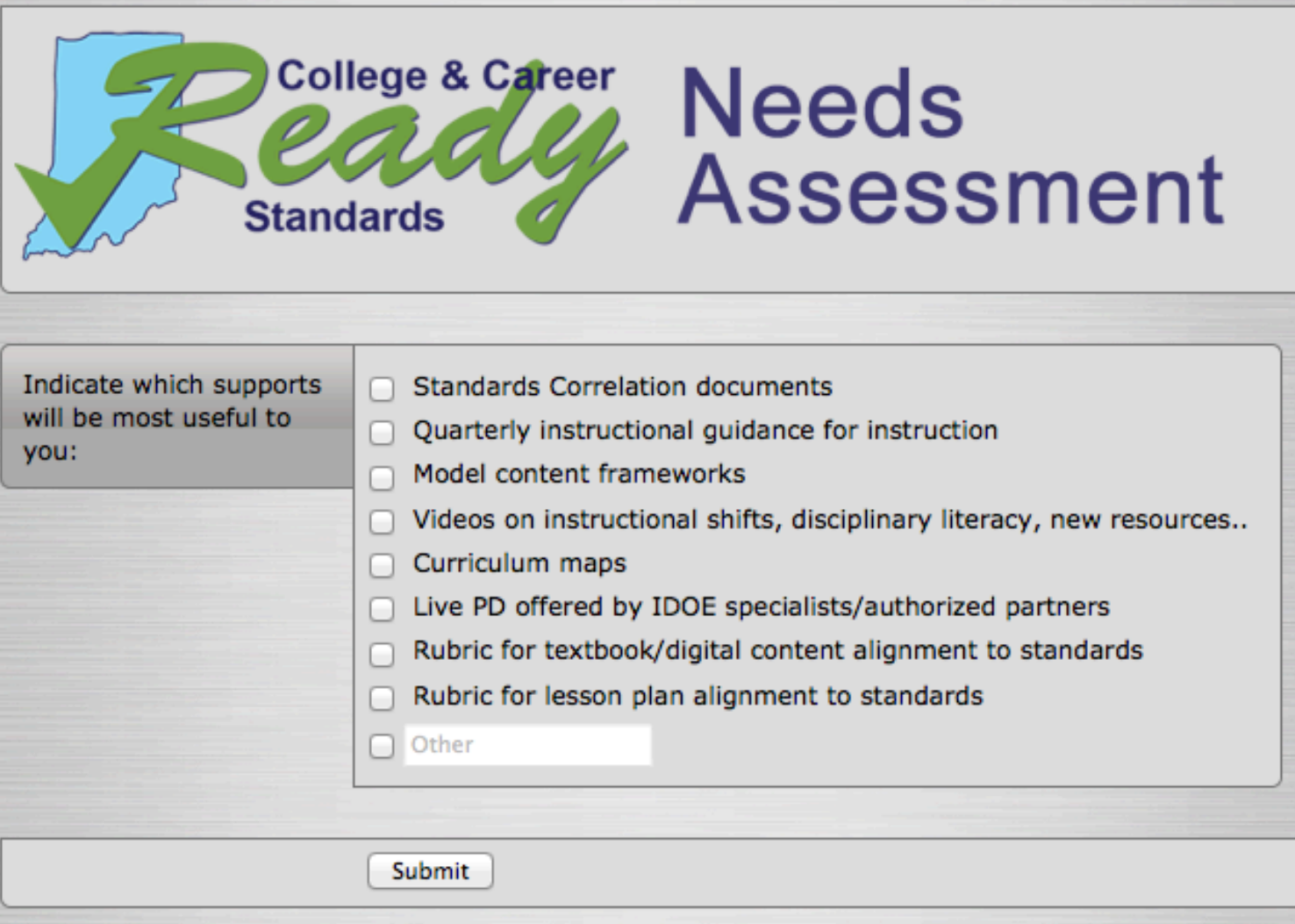
Conferences Feature 'Ready' Standards

The well attended and highly anticipated 19 Summer of eLearning Conferences will serve as a live campaign for the new standards and supports to be provided by the IDOE.



Goal: 100% Responsive

Needs Assessment



The screenshot shows a survey titled "College & Career Ready Standards Needs Assessment". It includes a logo with a green checkmark and the text "College & Career Ready Standards". Below the title, there is a section labeled "Indicate which supports will be most useful to you:" followed by a list of nine options, each with a checkbox. The options are: Standards Correlation documents, Quarterly instructional guidance for instruction, Model content frameworks, Videos on instructional shifts, disciplinary literacy, new resources.., Curriculum maps, Live PD offered by IDOE specialists/authorized partners, Rubric for textbook/digital content alignment to standards, Rubric for lesson plan alignment to standards, and Other. At the bottom of the form is a "Submit" button.

College & Career Ready Standards Needs Assessment

Indicate which supports will be most useful to you:

- ☐ Standards Correlation documents
- ☐ Quarterly instructional guidance for instruction
- ☐ Model content frameworks
- ☐ Videos on instructional shifts, disciplinary literacy, new resources..
- ☐ Curriculum maps
- ☐ Live PD offered by IDOE specialists/authorized partners
- ☐ Rubric for textbook/digital content alignment to standards
- ☐ Rubric for lesson plan alignment to standards
- ☐ Other

Submit

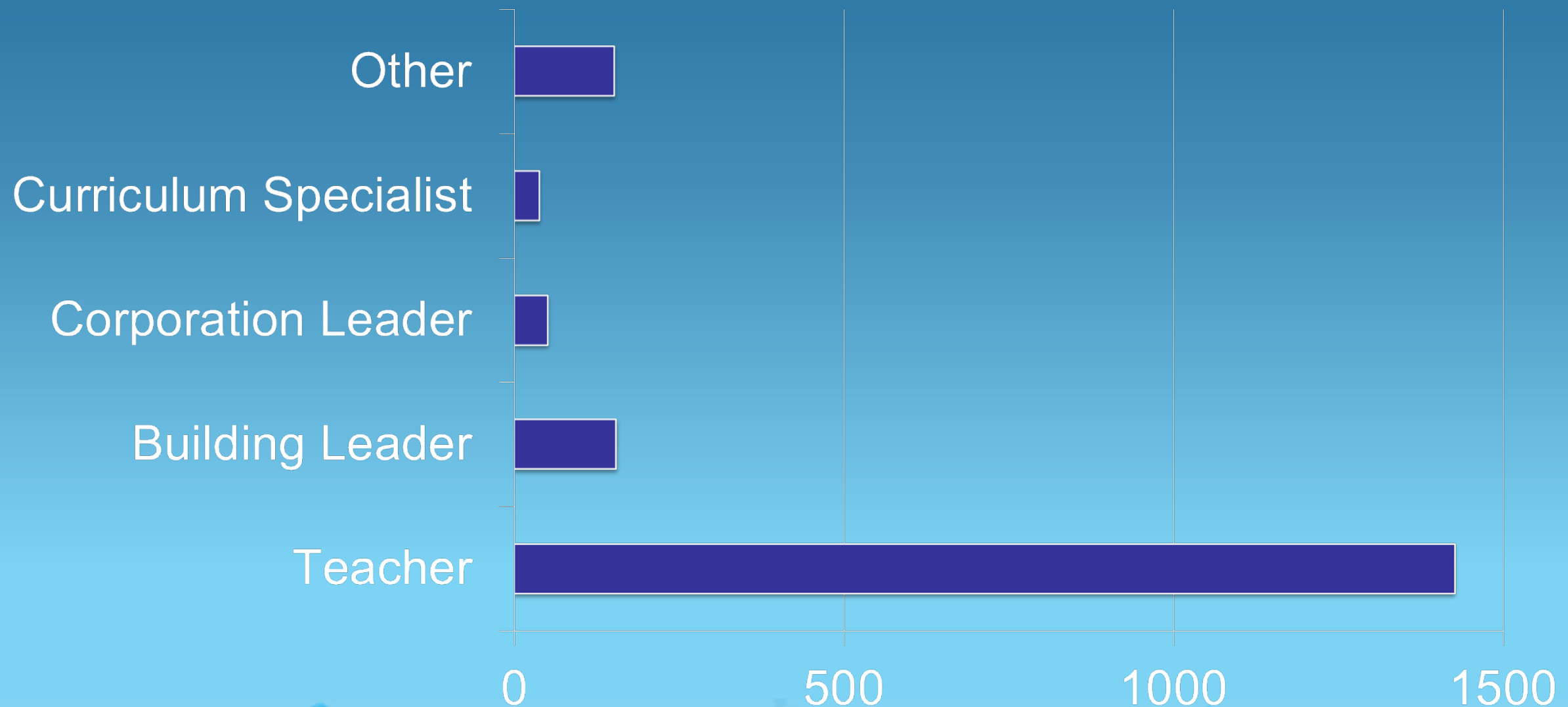
Launch survey to:

- Identify & prioritize supports from SEA to LEA;
- Gather info on how best to support English Learners and students with disabilities;
- Understand LEA differences to differentiate supports.



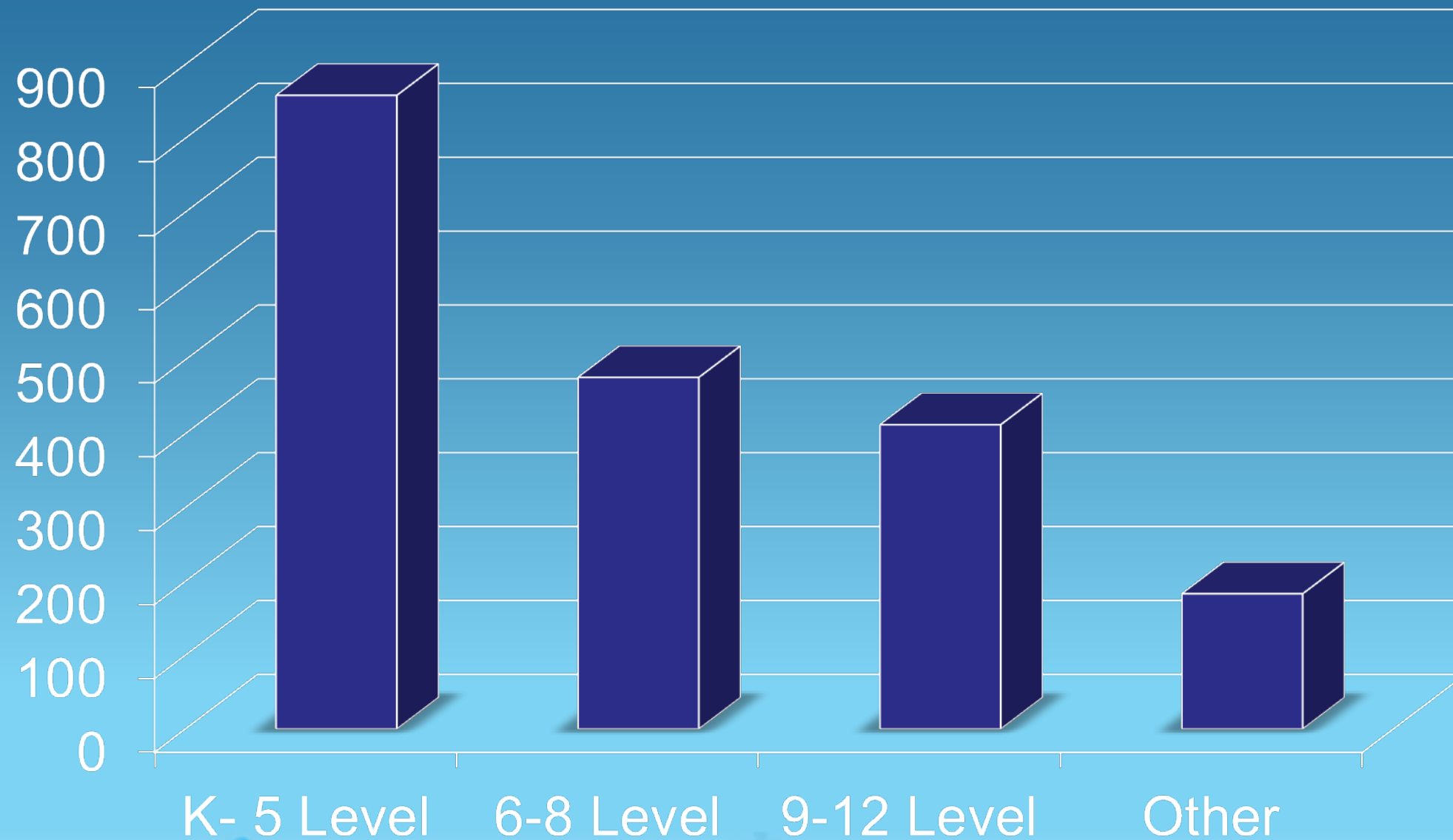
Goal: 100% Responsive

Needs Assessment Survey – 1,835 Respondents



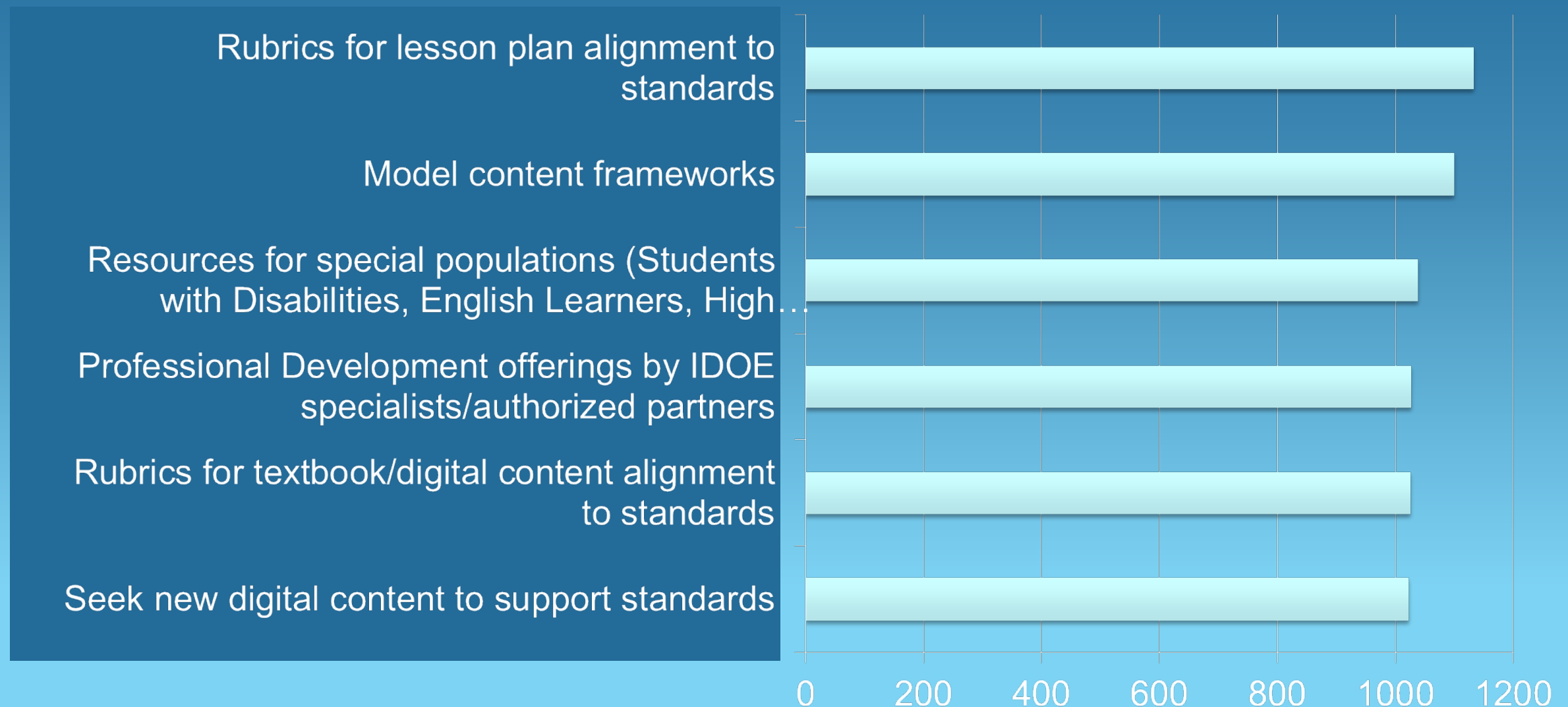
Goal: 100% Responsive

Needs Assessment Survey – 1,835 Respondents



Goal: 100% Responsive

Needs Assessment Survey – Top Priorities for Support



Goal: 100% Support

IDOE Guidance

Upon adoption of the standards, the IDOE re-engineered our standards web pages to make accessing the standards and related support documents user friendly for all stakeholders.

- Our standards webpage will serve as a hub for all standards related information.
- Finding it is intuitive, easy to remember, and requires minimal click navigation.



The screenshot shows the Indiana Department of Education website. The header features a colorful illustration of a globe on a hill with people climbing it, a tree, and a hot air balloon. The text "INDIANA DEPARTMENT OF EDUCATION" is prominently displayed, along with the tagline "Imagining the possibilities. Making them happen." Below the header is a navigation menu with links: HOME, PARENTS & STUDENTS, ADMINISTRATORS, EDUCATORS, COMMUNITY, and DATA. A search bar is also present.

The main content area displays the "Indiana Academic Standards" page. It includes a sub-header "Indiana Academic Standards in English/Language Arts and Mathematics (2014)" and a "Background" section. The background section mentions Public Law 286 and the Indiana General Assembly's role in reviewing the standards. A "College & Career Ready Standards" logo is visible on the right.

On the left side of the page, there is a sidebar with a calendar for May. The calendar shows the dates from 4 to 31, with the 8th highlighted. Below the calendar, there is a list of links: "2014 Evaluation Process", "Access the Indiana Academic Standards", "Course Titles and Descriptions", "Curriculum and Instruction", and "Homepage".

www.idoe.in.gov/

standards

Goal: 100% Support

#1 Standards Correlations

Three work products have been IDOE's top priorities since adoption on April 28th. I will provide an update on each of these, with examples to complement the materials you have already been sent.

Standards Correlations

- ✓ Side-by-side layout of comparable former Indiana Academic, Common Core Standards (2010) and the new standards (2014).
- ✓ Highlight key differences between standards so teachers know what is new and can align their curriculum and instruction to the new standards.

April

May

June

July

Aug

Sept

Oct



Goal: 100% Support

Example of E/LA Correlation Document

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: Literature			
6.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	6.1.1: Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	RL.10: By the end of the year, read and comprehend 10 literatures, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact proficiently and independently at the low end of the range of complexity by the end of grade 6.
6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.		RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	6.3.6: Identify and analyze features of themes conveyed through characters, actions, and images. 6.5.8: Write summaries that contain the main ideas of the reading selection and the most significant details.	RL.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	IAS 2014 shifts the focus from identifying the theme or central idea to determining how it is developed over the course of the text.
6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	6.3.2: Analyze the effect of the qualities of the character on the plot and the resolution of the conflict. 6.3.9: Identify the main problem or conflict of the plot and explain how it is resolved.	RL.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	IAS 2014 addresses both how the characters affect the plot and how the plot affects the characters. The IAS 2014 also increases the expectation by requiring a more in-depth explanation rather than a description.
6.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.			



Goal: 100% Support

Teacher Resource Guides



Differentiated components

- Mathematics:
 - Glossary
 - Examples
- E/LA:
 - Glossary
 - Sample Reading List
 - Text complexity guidance and rubric from which corporations & schools can develop local reading lists.



Goal: 100% Support

Example of the Mathematics Glossary

 Indiana Department of Education 	
Indiana Academic Standards for Mathematics – Adopted April 2014 Glossary and Vocabulary Words – Draft 5-29-14	
Word or Symbol	Definition
"=" equal	the Same value or the Same in number
< Less than	Smaller value or less in number
> Greater than	Greater value or more in number
2-D	Two Dimensional
3-D	Three Dimensional
A	
AA	Angle Angle Triangle Congruence
Absolute value	The distance of a number from zero; the positive value of a number
Acute triangle	A triangle that has all angles less than 90°
Addend	the numbers being added together.
Addition rule	When two events, A and B, are mutually exclusive, the probability that A or B will occur is the sum of the probability of each event. $P(A \text{ or } B) = P(A) + P(B)$
Additive Inverse	The additive inverse of any number x is the number that gives zero when added to x. The additive inverse of 5 is -5.
Adjacent Angles	Angles that share a common side.
Algorithmic	A set of rules for solving a problem with a specific number of steps
Algorithmic approach	A step by step procedure is used in long division
Alternate Interior Angles	Angles that are on opposite sides of the transversal and on the inside of the given lines.
Analog clock	A time piece that has moving hands and hours marked from 1 to 12 to show the time.
Analytically	A limit can be calculated analytically by using algebra or calculus.
Analyze	Examine in detail
Angle	The opening that is formed when two lines, line segments, or rays intersect.
Angle Bisectors	A ray in the interior of an angle that divides the angle into 2 congruent angles.



Goal: 100% Support

Example of E/LA text complexity rubric.

Measurement of Complexity for Literature

(TEMPLATE)

Text Title:

Genre:

Quantitative Measure(s):

Qualitative Considerations:

How much background knowledge is necessary to understand the text?

(Consider cultural familiarity and literary knowledge necessary to understand allusions to other works)

Does the text have a single level of meaning or are there multiple/hidden levels of meaning?

(Consider the clarity of the theme(s))

How is the text structured?

(Consider if the structure is conventional or unconventional, if there is a single narrator or multiple narrators, if events are related in chronological order or if there are flashbacks and other manipulations of time)

What are the language features of the text?

(Consider if the language used is mostly literal or figurative, clear or abstract, familiar/contemporary or archaic/jargon)

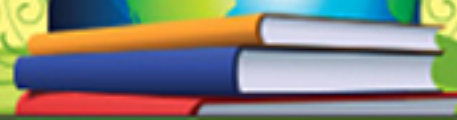
How are illustrations/graphics (if included) used?

(Consider if they add clarification or add to the complexity)

Holistically, this text should be considered:

ACCESSIBLE MODERATELY COMPLEX HIGHLY COMPLEX

for grade _____



Goal: 100% Support

Guidance for Instruction & Assessment

- Teachers should plan to implement Indiana's new college-and-career ready 2014 Indiana Academic Standards in 2014-15.
- Updated *Instructional and Assessment Guidance* based on the new ISTEP+ test will be created and disseminated in August.
- The Office of Student Assessments reviews and updates *Instructional and Assessment Guidance* annually.



Goal: 100% Engagement

Online Communities of Practice

Local level expertise, innovation, and practitioner perspective is key to a free-market delivery system, where ideas are moderated, but allowed to organically develop and flow.






















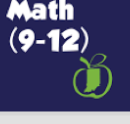






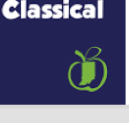










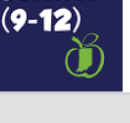




The IDOE has launched a new webpage dedicated to these communities, which can be found at:

www.doe.in.gov/elearning/online-communities-practice



Goal: 100% Engagement



 eLearning Coach Community	Indiana eLearning Coach Community 197 members - Private	 Business, Marketing & IT	Indiana - Business, Marketing and IT 79 members	 Math (6-8)	Indiana - Math (6-8) 50 members	 High Ability	Indiana - High Ability 22 members	 Social Studies (6-8)	Indiana - Social Studies (6-8) 26 members
 Social Studies (9-12)	Indiana - Social Studies (9-12) 16 members	 Family and Consumer Sciences	Indiana - Family and Consumer Sciences 42 members	 5th Grade	Indiana - 5th grade 41 members	 Administrators	Indiana - Administrators 57 members	 English Learners	Indiana - English Learners 22 members
 Work Based Learning	Indiana - Work Based Learning 20 members	 1st Grade	Indiana - 1st Grade 35 members	 Counselors	Indiana - Counselors 2 members	 Special Education (6-8)	Indiana - Special Education (6-8) 31 members	 Special Education (K-5)	Indiana - Special Education (K-5) 43 members
 Special Education (9-12)	Indiana - Special Education (9-12) 24 members	 Music (K-5)	Indiana - Music (K-5) 11 members	 Art (9-12)	Indiana - Art (9-12) 11 members	 Music (9-12)	Indiana - Music (9-12) 6 members	 Kindergarten	Indiana - Kindergarten 35 members
 Science (6-8)	Indiana - Science (6-8) 19 members	 Math (9-12)	Indiana - Math (9-12) 24 members	 Manufacturing Trade and Industry (9-12)	Indiana - Manufacturing, Trade and Industry (9-12) 7 members	 Art (6-8)	Indiana - Art (6-8) 6 members	 Spanish and Portuguese	Indiana - Spanish and Portuguese 10 members
 Japanese	Indiana - Japanese 3 members	 German	Indiana - German 4 members	 French	Indiana - French 4 members	 Classical	Indiana - Classical 3 members	 Chinese	Indiana - Chinese 3 members
 American Sign Language	Indiana - American Sign Language 6 members	 Health and Physical Education (K-5)	Indiana - Health and Physical Education (K-5) 13 members	 Health and Physical Education (9-12)	Indiana - Health and Physical Education (9-12) 8 members	 Health and Physical Education (6-8)	Indiana - Health and Physical Education (6-8) 9 members	 CTE Directors & Administrators	Indiana - CTE Directors and Administrators 9 members
 2nd Grade	Indiana - 2nd Grade 38 members	 4th Grade	Indiana - 4th grade 40 members	 6th Grade	Indiana - 6th Grade 24 members	 Health Science (9-12)	Indiana - Health Science (9-12) 5 members	 Science (9-12)	Indiana - Science (9-12) 13 members
 Media Specialists	Indiana - Media Specialists 13 members	 Agriculture	Indiana - Agriculture 6 members	 3rd Grade	Indiana - 3rd Grade 33 members	 Music (6-8)	Indiana - Music (6-8) 5 members		

Goal: 100% Engagement

Content Evaluation

Peer-reviewed
resources –
badging, teacher
effectiveness
credit, incentives
for teachers to
interact with
one another.

Aspect of Lesson Design	 Quality Standard	<input checked="" type="checkbox"/>
Objective	Under Information tab > Objective, include: <ul style="list-style-type: none"> • Statements identifying what the students will learn and/or be able to do as a result of the lesson, e.g., "Students will..." • Kid-friendly language 	<input type="checkbox"/>
Summary	Under Information tab > Summary, include: <ul style="list-style-type: none"> • General summary of the bundle content 	<input type="checkbox"/>
Standards	Under Standards tab, include: <ul style="list-style-type: none"> • All applicable standards 	<input type="checkbox"/>
Anticipatory Set/Connection to Prior Knowledge	Under Content tab, include: <ul style="list-style-type: none"> • A "hook" to new learning that helps students understand the focus (i.e., Anticipation Guide, Quick Write) • Connections from new content to known content 	<input type="checkbox"/>
Teach and Engage	Under Content tab, include: <ul style="list-style-type: none"> • Direct instruction at the beginning and gradually release independence to students • Formative assessment to check for understanding 	<input type="checkbox"/>
Assessment	Under Content tab, include: <ul style="list-style-type: none"> • Formative and/or summative assessment 	<input type="checkbox"/>
Organization	<ul style="list-style-type: none"> • Easy to follow and in a reasonable order • Fonts, headings, and/or icons help organize content 	<input type="checkbox"/>
		<input type="checkbox"/>

(i.e., Blooms)

ESEA Flexibility Waiver Requires New E/ LA and Math Assessments

Spring 2015 ISTEP+ Assessment

- English/Language Arts and Mathematics assessments will measure college-and-career ready student performance based on the 2014 Indiana Academic Standards and will include technology-enhanced items.
- The ISTEP+ test will remain unchanged in spring 2015 for Science and Social Studies.



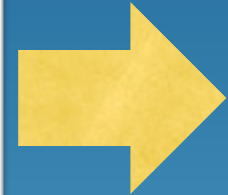
Designing the Spring 2015 ISTEP+ Test

- The new E/LA and Math ISTEP+ assessments are being designed in partnership with Indiana's vendor, CTB/McGraw-Hill.
- Assessment Content Specialists from the IDOE, along with Indiana educators, are currently working to establish item specifications and clarifications, select reading passages, and derive the test blueprint.
- Educators will be invited to review items created by professional item writers in early August.

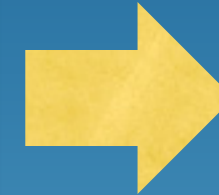


The Assessment Development Journey

**Item
Specifications
/Test
Blueprints**



**Item
Development**

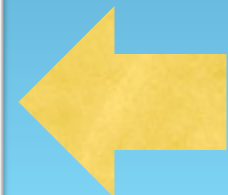


**Internal
IDOE Item
Review**

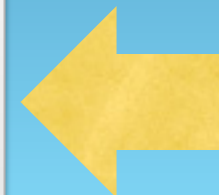


Blue font = Educator Involvement

**Pilot Items/
Administer
Operational
Test**



**Revise/
Select Items**



**Content and
Bias/
Sensitivity
Reviews**



Spring 2015 ISTEP+ Development & Implementation

Activity	Timeline
Specification Review Meetings and Test Blueprint Development	May/June 2014
Passage Review Meetings	Early June 2014
Item Development	June/July 2014
Content Review and Bias/Sensitivity Review Meetings	Early August 2014
Form Selection and Build	Fall 2014
Administer Open-ended Items	March 2015
Administer Machine-scored Items	May 2015
Standard Setting (Cut Score Setting)	Summer 2015



Spring 2015 End of Course Assessments

- Indiana's college-and-career ready Indiana Academic Standards for Grade 10 are addressed as part of the Algebra I and English 10 End of Course Assessments.
- Watch for additional information regarding any changes to these assessments.



Impact on Acuity

- The IDOE is working with CTB/McGraw-Hill to align Acuity to our 2014 English/Language Arts and Mathematics Indiana Academic Standards.
- More details will be shared with Corporation Test Coordinators this summer as additional information becomes available.



Assessment for 2015-16 and Beyond



Indiana will seek one or more vendors to provide high-quality assessments based on Indiana's college-and-career ready Academic Standards for 2015-16 and beyond.



